Table # 4
Leaders: Diana and Cindy

BSP Desk Reference
30 Minute Training Guide

SECTION 6:   Functional Factors Lines 8 & 9

Time	Description
5 minutes	**What is in this section?** • Identifying the functions of behavior **Why is this important?** • It is critical to understand the function of a behavior in order to address the behavior • All successful behavior plans address **function** and environment • If one can identify the function of the inappropriate behavior you can identify a more appropriate replacement behavior
5 minutes	**Rubric** • Refer to E-F on pp. 11-12 of section 6 **Key Elements** • All behavior is purposeful • Identifying a function is a conclusion about sustaining variables and how consequences are related to antecedents • If you know the purpose you can identify another way for that need to be me **Scoring Problems Seen** • Function not related to predictors • FERB does not meet same function of target behavior • Identified function not a function i.e., laziness
15 minutes	Refer to Section 6, of The BSP Desk Reference for resources for Environmental Activity - The Function of Behavior Treasure Hunt Activity - Score Karl and rewrite as necessary
5 minutes	Questions/Comments

Section 6: Functional Factors Treasure Hunt

Designed for small group training
Open with directions for the treasure hunt
Pass out cards (i.e., Matching, Uno cards, famous pairs, deck of cards)

Questions	Location	Wording
Why?		
Who?		
What?		
When?		
How?		

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Section 6: Functional Factors Treasure Hunt

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Questions	Location	Wording
Why?	• p. 2 – last paragraph • p.7 – last paragraph	• "Ultimately, we want the student to not use problem behavior, but rather use all appropriate, socially acceptable positive behaviors associate with academic and school success..." • "'The goal of behavioral assessment: is to 'identify a better way for an individual to get the same function met through alternative acceptable method, or; identify methods of removing the need for student behavior by environmental changes'"
Who?	• p.2 – second to last paragraph	• "The BSP team's task; Identify the function, teach a FERB and reinforce the student's conditional use of this FERB (ie., under conditions student would sue the problem behavior, the FERB is used instead."
What?	• p.2 – second paragraph • pp. 5-8	• "All behavior, whether desirable or undesirable to those around the person, serves one of two functions for the individual:…"
When?	• p. 2 – 3rd bullet • p. 2 – 4th bullet	• "Problem behaviors have often developed as a reaction to environmental demands which have overwhelmed a student's coping system." • "Problem behaviors continue and generalize over time because they work. Remember, these problem behaviors help the student achieve a desirable outcome."
How?	• p. 7 – second paragraph	• "The team will need to: ask questions, observe, use data collection/interview forms. Consider the antecedents, consequences and contributing environmental factors."

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